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ABSTRACT

Intended for teachers and students, this document updates information about the design, sections, and scoring of the Grade 12 diploma examinations in English 30 and 33 for the 1986-87 school year in Alberta, Canada. It contains blueprints illustratiag the relationship between the content and scoring of writing and reading test assignments and curriculum concepts, the categories under which summary data will be conveyed to schools, and the amount that each section of the examination contributes to the total examination grade. The document also provides sample assignments and scoring guides, and describes the test: the skills required, the concepts to be mastered, the amount of time to allow, the length of the written compositions, the proportion of the total score alletted to each assignment, and other scoring information. (SRT)

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Grade 12 Diploma Examinations Program Bulletin

English 30 & English 33

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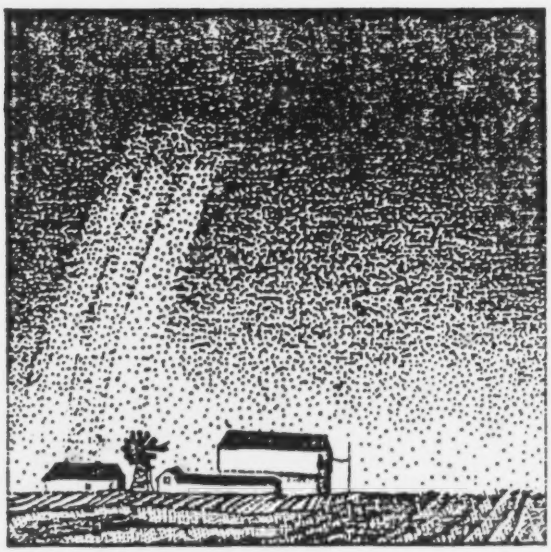

1986-87 School Year

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SUMMARY OF CHANGES

Changes to the English 30 and English 33 Diploma Examinations for 1986-87 are relatively minor. They are NOT changes to the examination design or to the weighting of reporting categories. Rather, changes have been made to the wording of scoring guides and writing assignments. Scoring guide changes in English 30 and English 33 do NOT represent a major change of standards, but rather a clarification of reporting categories and scale points.

Changes to the English 30 Diploma Examination for 1986-87 are as follows:

Part A: Written Response

- The second guideline in Guidelines for Writing on Part A Major Assignment has been changed to clarify the problems regarding focus and selection of material.
- All scoring guides have been revised.

Part B: Reading (Multiple Choice)

- No changes have been made.

Changes to the English 33 Diploma Examination for 1986-87 are as follows:

Part A: Written Response

- Section I: Personal Response to Literature will include TWO reading selections dealing with a similar subject. In the past, only ONE reading selection has been included.
- Section III: Response to Visual Communication will present a photograph rather than a cartoon.
- All scoring guides have been revised.

Part B: Reading (Multiple Choice)

- No changes have been made.

The two parts of the English 30 and English 33 examinations MUST be written at the same sitting. Students who are dissatisfied with their grades may apply for rescoring and/or may choose to rewrite BOTH parts of the English 30 or English 33 examination at a subsequent sitting. Only students who miss one part of the English 30 or English 33 examination as the result of an emergency, and who are NOT covered by special circumstances, may rewrite the missed part at a subsequent sitting. This is a reaffirmation of the policy that was adopted in the 1985-86 school year.

INTRODUCTION

Purpose of the Bulletin

The purpose of this bulletin is to provide teachers and students with complete and useful information about the diploma examinations in English 30 and English 33 for the 1986-87 school year. The bulletin presents updated information about the design, the parts, and the scoring of the examinations. Revised scoring guides are also included.

It is recommended that students have access to this bulletin, particularly to the examination scoring information. Also, copies of previously administered examinations should be on file at each school. Additional copies are available at nominal cost from the Learning Resources Distributing Centre of Alberta Education.

Teachers may also wish to refer to the diploma examination bulletin entitled *General Information*, which provides more information about the administration of the diploma examinations. This publication will be distributed to all senior high school administrators.

If you have questions or comments regarding the contents of this bulletin, please contact:

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Examination Administration and Scoring

Administration

The English 30 and English 33 Diploma Examinations will be administered on the following dates and times in 1987:

Date	Time	Examination
Wednesday, January 14	9:00-11:30 a.m.	Part A: Written Response
Wednesday, January 28	9:00-11:00 a.m.	Part B: Reading (Multiple Choice)
Thursday, June 11	9:00-11:30 a.m.	Part A: Written Response
Tuesday, June 23	9:00-11:00 a.m.	Part B: Reading (Multiple Choice)
Monday, August 10	9:00-11:30 a.m.	Part A: Written Response
	1:00- 3:00 p.m.	Part B: Reading (Multiple Choice)

Scoring

English 30 Part A: Written Response and English 33 Part A: Written Response will be scored respectively by English 30 and English 33 teachers selected from those who have been recommended as markers to the Student Evaluation Branch by their superintendents. To qualify for recommendation by a superintendent, a teacher must have taught the respective course for two or more years, currently be teaching the respective course, and have a Permanent Professional Certificate. *Teachers who wish to be recommended as markers should contact their superintendents before September 30, 1986.*

English 30 Part A: Written Response and English 33 Part A: Written Response will be scored on the following dates:

Examination Administration	Scoring Dates	
	English 30	English 33
January 1987	January 24, 1987*	January 24, 1987*
	January 26, 1987 - January 30, 1987	January 26, 1987 - January 30, 1987
June 1987	June 30, 1987*	June 30, 1987*
	July 2, 1987 - July 11, 1987	July 2, 1987 - July 8, 1987
August 1987	August 13-15, 1987	August 14-15, 1987

*Group Leaders only

ENGLISH 30

Part A: Written Response

Description of Part A: Written Response

Part A: Written Response, worth 50% of the total diploma examination score, is a 2-1/2 hour examination consisting of the two related sections described below.

Minor Assignments

The minor assignments are based on two brief readings that are in the exam booklet. Students are required to read the selections thoughtfully with awareness of images, language, and form. The personal response assignment provides an opportunity for students to discuss aspects of the readings from a personal perspective. The critical response assignment deals directly with the forms, techniques, and/or details of the readings. The minor assignments should enable students to reflect on the readings before they proceed to the major assignment.

Students may use an English language dictionary and a thesaurus while writing Part A.

Recommended time: 20 minutes for each minor assignment

Length: Students are expected to respond to each minor assignment in paragraph form. Extremely brief responses that do not have adequate support and development will probably be deemed "insufficient" (see pages 10 and 12).

Value: 20% of the total examination score

Scoring: Minor assignments are scored for thought and detail, and for clarity and accuracy of expression. Scores contribute to the total examination score in the following proportions:

Thought and Detail	15%
Writing Skills	5%

NOTE: In both the personal response and the critical response assignments, students' ideas and language may be exploratory and/or digressive. In the limited time available for the minor assignments, carefully constructed writing cannot be expected. However, although organization has not been included as a factor in the evaluation of these assignments, writing must be clear, logical and purposeful.

Major Assignment

This section requires students to complete a composition on a topic that is generated from the readings on the examination. Students are required to develop their ideas by referring to literature that they have studied. Students are encouraged to develop their compositions using whatever methods best suit their subject and purpose. They are expected to establish and maintain a clear focus and to control the tone of their compositions. The time available for the examination does not allow for polished writing to be achieved. Nonetheless, students should carefully consider the expectations defined in the scoring guides before they write.

Recommended time: 90 to 95 minutes for planning and writing
10 to 15 minutes for revision and editing

Length: Students are expected to write thoughtful and well-developed compositions. Extremely short compositions will probably be deemed "insufficient" (see page 16).

Value: 30% of the total examination score

Scoring: The major assignment is scored for total impression, thought and detail, organization, matters of choice, and matters of convention. Scores contribute to the total examination score in the following proportions.

Total Impression	5%
Thought and Detail	10%
Organization	5%
Matters of Choice	5%
Matters of Convention	5%

The blueprint that follows on page 6 outlines the design of Part A, and illustrates the relationship between the content and scoring of assignments and curriculum concepts from the *Program of Studies for Senior High Schools*. As well, the blueprint delineates the categories under which summary data will be reported to school jurisdictions and the percentage that each section of the examination contributes to the total examination mark.

ENGLISH 30 DIPLOMA EXAMINATION
PART A: WRITTEN-RESPONSE BLUEPRINT

TEST SECTION	REPORTING CATEGORY (Scoring Guide)	CROSS-REFERENCE TO ENGLISH 30 STATEMENT OF CONTENT*	DESCRIPTION OF WRITING ASSIGNMENT(S)	PROPORTION OF TOTAL MARK	
				BY REPORTING CATEGORY	BY TEST SECTION
MINOR ASSIGNMENTS	THOUGHT AND DETAIL** The student should be able to respond personally to literature, to understand and analyse literary form and content, and to demonstrate these abilities in writing.	Concepts 1,3,4,5,6, 7,8,9,10,11, 12,13	The two writing assignments are connected to the reading of literary selections. One assignment requires the student to respond to the selection(s) in a personal context. The other assignment requires the student to understand, analyse, and evaluate techniques used in literature, and to synthesize thoughts clearly and correctly in writing.	15%	20%
	WRITING SKILLS The student should be able to communicate clearly and effectively in writing.	Concepts 2,3,4,5		5%	
MAJOR ASSIGNMENT	TOTAL IMPRESSION The student should be able to create a coherent, unified composition that demonstrates maturity of expression.	Concepts 1,2,3, 4,5,6,7,8,9,10, 11,12,13	The writing assignment sets a specific writing task, but allows the student to choose a method of development and to select supporting details (examples, illustrations) from personal experience with literature studied. The writing assignment is generated from literary selections and requires the student to understand literal and implied meanings, and to synthesize thoughts clearly and correctly in writing.	5%	30%
	THOUGHT AND DETAIL** The student should be able to understand meanings presented in literature; respond critically to literary form, structure, and style; and interpret experiences and values presented through literature. The student should also be able to select supporting details from literature studied.	Concepts 1,3,4, 5,6,7,8,9,10, 11,12,13		10%	
	ORGANIZATION The student should be able to develop a coherent, unified theme or thesis by choosing an appropriate method of organization.	Concepts 2,3, 4,5		5%	
	MATTERS OF CHOICE The student should be able to use words and syntactic structures in a deliberate and controlled manner.	Concept 3		5%	
	MATTERS OF CONVENTION The student should be able to communicate clearly by adhering to language conventions appropriate to writing.	Concept 3		5%	
PROPORTION OF TOTAL MARK				50%	50%

*Program of Studies for Senior High Schools, p. 152(vi)-152(xi), and Senior High School Language Arts 1982 Curriculum Guide, pp. 21-31

**Many reading concepts presented in the English 30 Statement of Content are reflected in the reporting category headed THOUGHT AND DETAIL. Since writing assignments are generated from literary selections, the student has the opportunity, while writing Part A: Written Response, to construct his or her own response to a reading passage and to deal with concepts also tested in Part B: Reading (Multiple Choice).

Instructions

1. Read the excerpt from "Mrs. Fönss" and "The Road Not Taken" carefully and thoughtfully before you start the writing assignments.

2. Read Minor Assignments One and Two and the Major Assignment before you start writing.

Reading One

from MRS. FÖNSS

Mrs. Fönss is a widow whose children Elinor and Tage are still living with her. Tage is engaged to be married to Ida.

And thoughts came and thoughts went, but through it all the same question always rose, as to what her children would say.

On the forenoon of the following day she put the answer to the test.

They were in the sitting-room.

She said that she had something important to tell them, something that would mean a great change in their lives, something that would be unexpected news to them. She asked them to listen as calmly as they could, and not to let themselves be carried away by the first impression into thoughtlessness. They must know that what she was about to tell them was definitely decided, and that nothing they might say could make her alter her decision.

"I am going to marry again," she said, and told them of how she had loved Thorbrögger, before she had known their father; how she had become separated from him, and how they had now met again.

Elinor cried, but Tage had risen from his seat, utterly bewildered. He then went close to her, kneeled down before her, and seized her hand. Sobbing, half-stifled with emotion, he pressed it against his cheek with infinite tenderness, with an expression of helplessness in every line of his face.

"Oh, but mother, dearest mother, what have we done to you, have we not always loved you, have we not always, both when we were with you and when we were away from you, wanted you as the best thing we possessed in the world? We have never known father except through you; it was you who taught us to love him, and if Elinor and I are so close to each other, is it not because day after day you always pointed out to each of us what was best in the other? And has it not been thus with every other person to whom we became attached, do we not owe everything to you? We owe everything to you, and we worship you, mother, if you only knew. . . . Oh, you cannot imagine, how much we want your love, want you beyond all bounds and limits, but there again you have taught us to restrain our love, and we never dare to come as close to your heart as we should like. And now you say that you are going to leave us entirely, and put us to one side. But that is impossible. Only one who wanted to do us the greatest harm in the world could do anything as frightful

Continued

as that, and you don't want to do us the greatest harm, you want only what is best for us -- how can it then be possible? Say quickly that it is not true; say it is not true,Tage, it is not true, Elinor."

"Tage, Tage, don't be so distressed, and don't make it so hard, both for yourself and us others."

Tage rose.

"Hard," he said, "hard, hard, oh were it nothing but that, but it is horrible -- unnatural; it is enough to drive one insane, merely to think of it. Have you any idea of the things you make me think of? My mother loved by a strange man, my mother desired, held in the arms of another and holding him in hers. Nice thoughts for a son, worse than the worst insult -- but it is impossible, *must* be impossible, *must* be! Are the prayers of a son to be as powerless as that! Elinor, don't sit there and cry, come and help me beg mother to have pity on us."

Mrs. Fönss made a restraining gesture with her hand and said: "Let Elinor alone, she is probably tired enough, and besides I have told you that nothing can be changed."

"I wish I were dead," said Elinor, "but, mother, everything that Tage has said is true, and it never can be right that at our age you should give us a step-father."

"Step-father," cried Tage, "I hope that he does not for one moment dare. . . . You are mad. Where he enters, we go out. There isn't any power on earth that can force me into the slightest intimacy with that person. Mother must choose -- he or we! If they go to Denmark after their marriage, then we are exiles; if they stay here, we leave."

"And those are your intentions, Tage?" asked Mrs. Fönss.

"I don't think you need doubt that; imagine the life. Ida and I are sitting out there on the terrace on a moonlit evening, and behind the laurel-bushes someone is whispering. Ida asks who is whispering, and I reply that it is my mother and her new husband. -- No, no, I shouldn't have said that; but you see the effect of it already, the pain it causes me, and you may be sure that it won't help Elinor's health either."

Mrs. Fönss let the children go while she remained sitting here.

No, Tage was right, it had not been good for them. How far from her they had already gone in that short hour! How they looked at her, not like her children, but like their father's! How quick they were to desert her as soon as they saw that not every motion of her heart was theirs! But she was not only Tage's and Elinor's mother alone; she was also a human being on her own account, with a life of her own and hopes of her own, quite apart from them. But she was, perhaps, not quite as young as she had believed herself to be. This had come to her in the conversation with her children. Had she not sat there, timid, in spite of her words; had she not almost felt like one who was trespassing upon the rights of youth? Were not all the exorbitant demands of youth and all its naïve tyranny in everything they had said? -- It is for *us* to love, life belongs to *us*, and *your* life it is but to exist for us.

Jens Peter Jacobsen

Reading Two

THE ROAD NOT TAKEN

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I --
I took the one less traveled by,
And that has made all the difference.

Robert Frost

Minor Assignment One: Personal Response Assignment -- Sample Assignment

In the excerpt from the story "Mrs. Fönss," Mrs. Fönss makes a decision in spite of strong resistance from her children.

Write about a situation where you made a choice that was resisted by those around you. How did you justify your decision? Was there justification for the resistance to your decision?

Minor Assignment One: Personal Response -- Scoring Guide

Thought and Detail (Curriculum Concepts 1, and 3 to 13 inclusive)

When marking Thought and Detail the marker should consider
- the quality of the unifying ideas
- how effectively the response addresses the question
- how clearly the response is developed (by examples, specific details, analogies, etc.)

5 EXCELLENT: Ideas expressed are insightful, carefully considered, and confident. Support is precise, thoughtfully selected, and/or imaginative. A perceptive understanding of the experience presented in the selection and of its relationship to the student is demonstrated implicitly or explicitly. Such writing is often lively and/or imaginative.

4 PROFICIENT: Ideas expressed are thoughtful. Support is relevant, purposeful, and, where appropriate, concrete. A thoughtful understanding of the experience presented in the selection and of its relationship to the student is demonstrated implicitly or explicitly. Such writing demonstrates an attempt to go beyond the bare requirements of the task.

3 SATISFACTORY: Ideas expressed are appropriate but predictable. Support is general or details are commonplace. A conventional understanding of the experience presented in the selection and of its relationship to the student is demonstrated implicitly or explicitly. Such writing fulfills the task but does so matter-of-factly.

2 LIMITED: Ideas expressed are superficial and underdeveloped. Support is generalized, vague, and/or repetitive. An incomplete understanding of the experience presented in the selection and of its relationship to the student is demonstrated. Such writing may not fulfill the task completely.

1 POOR: Ideas are only marginally relevant and are largely underdeveloped. Support is inappropriate or lacking. Such writing suggests a confused notion of the experience presented in the selection and of its relationship to the student. Such writing may be frustrating for the reader.

INS INSUFFICIENT: The marker can discern no evidence of an attempt to fulfill the assignment as stated, OR the assignment is so deficient in length that it is not possible to assess thought and detail.

Continued

Minor Assignment One: Personal Response -- Scoring Guide (continued)

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

When marking Writing Skills the marker should consider the extent to which the writing demonstrates control over and effective choice of

- diction
- syntax
- mechanics
- grammar

5 EXCELLENT: The writing is interesting and fluent. Diction is appropriate and effective. Syntax is controlled and varied. The relative absence of errors is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.

4 PROFICIENT: The writing is clear and generally fluent. Diction is appropriate and specific. Syntax is controlled. Minor errors do not reduce the clarity of communication.

3 SATISFACTORY: The writing is clear. Diction is adequate but tends to be general rather than specific. Syntax is generally straightforward but occasionally awkward. Errors may reduce but seldom impede communication.

2 LIMITED: The writing may be unclear and/or ineffective. Diction is inappropriate, over-generalized, and/or imprecise. Syntax is immature and/or frequently awkward. Errors impede communication.

1 POOR: The writing is frequently unclear and not fluent. Diction is frequently inaccurate. Syntax is confused and uncontrolled. Errors severely impede communication.

NOTE: *Student responses to the Personal Response Assignment will vary from writing that treats personal views and ideas analytically and rather formally to writing that is highly imaginative and experimental. Consequently, evaluation of the personal response on the diploma examination will be in the context of Louise Rosenblatt's suggestions:*

> The evaluation of the answer would be in terms of the amount of evidence that the [student] has actually read something and thought about it, not a question of whether necessarily he has thought about it in the way an adult would, or given an adult's "correct" answer.[1]

---

[1]Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience." An interview with Lionel Wilson in *The English Quarterly 1* (Spring, 1981): 3-12.

Minor Assignment Two: Critical Response Assignment -- Sample Assignment

In the poem "The Road Not Taken," the speaker reflects upon having made a choice. What details from the poem suggest that the speaker was aware of the difficulty involved in making a choice and of the significance of the results of having made that choice?

Minor Assignment Two: Critical Response -- Scoring Guide

Thought and Detail (Curriculum Concepts 1, and 3 to 13 inclusive)

When marking Thought and Detail the marker should consider
- the quality of the unifying ideas
- how precisely and completely the assignment is addressed
- how specifically the detail supports and/or clarifies the response

5 EXCELLENT: Ideas expressed are insightful and are supported by clear discussion and carefully chosen details. Literary interpretations are perceptive and defensible. Such writing suggests a mature or sensitive understanding of the literature, an attempt to focus precisely on the task, and an attempt to make subtle inferences.

4 PROFICIENT: Ideas expressed are thoughtful and are supported by appropriate details OR ideas expressed are conventional but are supported by carefully chosen details. Literary interpretations are thoughtful and defensible. Such writing suggests a competent understanding of the literature, and an attempt to go beyond the obvious.

3 SATISFACTORY: Ideas expressed are conventional and appropriately supported by details, OR ideas expressed are thoughtful but generally unsupported. Literary interpretations are defensible. Such writing suggests an adequate understanding of the literature.

2 LIMITED: Conventional ideas are either unsupported OR are accompanied by inappropriate details. Literary interpretations are incomplete or superficial. Such writing suggests a casual or incomplete understanding of the literature, and does not reflect attention to detail.

1 POOR: Ideas are scant and unsupported, OR details included do not develop the topic. Literary interpretations may not be defensible. Such writing suggests little understanding of literature. Literary analysis, if attempted, remains on the literal level.

INS INSUFFICIENT: The marker can discern no evidence of an attempt to fulfill the assignment as stated, OR the assignment is so deficient in length that it is not possible to assess thought and detail.

Continued

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

When marking Writing Skills the marker should consider the extent to which the writing demonstrates control over
- diction
- syntax
- mechanics
- grammar

5 EXCELLENT: The writing is precise and fluent. Diction is appropriate and specific. Syntax is controlled and varied. The relative absence of errors is impressive under the circumstances, and minor errors do not detract from the clarity of communication.

4 PROFICIENT: The writing is clear and generally fluent. Diction is appropriate and specific. Syntax is controlled. Minor errors do not reduce the clarity of communication.

3 SATISFACTORY: The writing is clear. Diction is adequate but tends to be general rather than specific. Syntax is generally straightforward but occasionally awkward. Errors may reduce but seldom impede communication.

2 LIMITED: The writing may be vague and/or confusing. Diction is inappropriate, over-generalized, and/or imprecise. Syntax is immature and/or frequently awkward. Errors impede communication.

1 POOR: The writing is frequently unclear and not fluent. Diction is frequently inaccurate. Syntax is tortured. Errors severely impede communication.

Major Assignment -- Sample Assignment

Many literary works illustrate that the course of people's lives is determined by choices that are made. The choice may be influenced by others or even resisted by others, as in "Mrs. Fönss," OR the choice may be a matter of individual decision only, as in "The Road Not Taken." In any case, the result of the choice greatly affects both the individual concerned and those around him/her.

COMPARE TWO OTHER SELECTIONS IN WHICH THE AUTHORS DEAL WITH THE MAKING OF CHOICES. COMPARE THE REASONS UNDERLYING THE CHOICES AND THE EFFECTS OF THE CHOICES.

Before planning your composition, read the guidelines below. They are designed to help you select and organize your ideas.

Guidelines for Writing

- CHOOSE YOUR SELECTIONS CAREFULLY FROM THOSE YOU HAVE STUDIED IN YOUR SENIOR HIGH SCHOOL ENGLISH CLASSES. The selections you choose may be poems, short stories, essays, plays, novels, other literature, or films.

- FOCUS YOUR COMPOSITION ON THE TOPIC. Because the topic is stated broadly, you should attempt to focus your discussion to suit the selections you are using.

- PLAN YOUR COMPOSITION CAREFULLY. Decide on an appropriate method of introducing, developing, and concluding your composition. Plan to support and develop your ideas with appropriate and specific detail. Although you are using two selections on which to base your composition, unify your ideas. Remember that a comparison may involve discussion of both similarities and differences. DO NOT present a plot summary.

- REVISE AND PROOFREAD YOUR COMPOSITION CAREFULLY.

Major Assignment -- Scoring Guide

Total Impression (Curriculum Concepts 1 to 13 inclusive)

When marking Total Impression the marker should consider the extent to which the writing demonstrates

- coherence and unity
- fluent expression of ideas
- thoroughness of discussion
- thoughtful and confident presentation of ideas

5 EXCELLENT: Perceptive, well-supported ideas are presented in a coherent and unified discussion. This writing communicates thoughtfully and fluently. Such writing deserves respect.

4 PROFICIENT: Appropriate, well-supported ideas are presented in a coherent and unified discussion. This writing has something to say and does so clearly. Such writing prompts attention.

3 SATISFACTORY: Conventional ideas are developed in a coherent and unified discussion. This writing communicates adequately. Such writing is acceptable.

2 LIMITED: Superficial and/or poorly-developed ideas are presented in a discussion that may have significant or repeated lapses in coherence and unity. This writing communicates little and does so ineffectively or incompletely. Such writing does not satisfy the reader.

1 POOR: Confused ideas are presented in a discussion that may lack a central focus, coherence, and unity. This writing says very little or leaves the reader to guess at the writer's intentions. Such writing frustrates the reader.

Continued

Major Assignment -- Scoring Guide (continued)

Thought and Detail (Curriculum Concepts 1, and 3 to 13 inclusive)

When marking Thought and Detail the marker should consider
- how the writer focuses on the assignment
- what thesis or unifying idea(s) is (are) developed in the writing
- what details have been selected to support and develop the thesis
- the quality of the unifying idea(s)

5 EXCELLENT: Insightful ideas are supported by carefully chosen details. Literary interpretations are perceptive and defensible. The selection of literature to be discussed is appropriate for the topic and the level of discussion.

4 PROFICIENT: Insightful ideas are supported by appropriate details, OR conventional ideas are supported by carefully chosen details. Literary interpretations are thoughtful and defensible. The selection of literature to be discussed is appropriate for the topic and the level of discussion.

3 SATISFACTORY: Conventional ideas are supported by appropriate details. Literary interpretations are defensible. The selection of literature to be discussed is appropriate for the topic and the level of discussion.

2 LIMITED: Conventional ideas are either weakly supported, or are accompanied by inappropriate details. Literary interpretations are incomplete or superficial. The selection of literature to be discussed is questionable in that it may not supply significant supporting details; OR the selection of literature is appropriate but significant supporting details have not been selected.

1 POOR: Scant ideas or unsupported generalities and details do not develop the topic. Literary interpretations may not be defensible. The selection of literature to be discussed is inappropriate; OR the selection of literature to be discussed is appropriate, but the writer exhibits little understanding of the literature or of the topic. The details from literature obscure the ideas, or are irrelevant to the discussion.

INS INSUFFICIENT:

- The marker can discern no evidence of an attempt to fulfill the assignment as stated

OR

- No reference has been made to literature studied

OR

- The only literary references present are to the readings on the exam

OR

- The student has written so little that it is not possible to assess thought and detail

Major Assignment -- Scoring Guide (continued)

Organization (Curriculum Concepts 2, 3, 4, 5)

When marking Organization the marker should consider how effectively the writing demonstrates
- an ordered discussion
- establishment and maintenance of comparison
- a developed and concluded discussion of ideas

5 EXCELLENT: The introduction is successfully constructed to provide direction for the reader and/or to provoke further reading. The student has established a personal focus. The comparison is successfully sustained throughout. The development of the controlling idea is clear and coherent. The conclusion is related thoughtfully to the controlling idea.

4 PROFICIENT: The introduction is constructed to provide direction for the reader. The controlling idea is focused. The comparison is generally sustained. The development of the controlling idea is clear and generally coherent. The conclusion is related appropriately to the controlling idea.

3 SATISFACTORY: The introduction is constructed to provide a general direction for the reader. The controlling idea is focused. A comparison is established at the beginning, and is mechanically maintained. The development of the controlling idea is clear, but coherence occasionally falters. The conclusion is functionally related to the main idea.

2 LIMITED: The introduction, if present, is perfunctory. A focused controlling idea is lacking OR is not maintained in the development of the composition. Comparison may be indicated at the beginning but is not maintained. The ideas are not clearly developed. The conclusion, if present, is not functional.

1 POOR: The introduction, if present, is not functional. A controlling idea is lacking. Comparison is ignored or unsuccessful. The topic is not developed or is developed incoherently. The conclusion, if present, is obscure.

Continued

Major Assignment -- Scoring Guide (continued)

Matters of Choice (Curriculum Concept 3)

When marking Matters of Choice the marker should consider the extent to which the writing exhibits effective

- diction, including any connotative language, imagery, and/or idiomatic expressions
- syntax, including such choices as parallelism, balance, inversion, and sentence length and variety

5 EXCELLENT: Choices appear to have been made deliberately to achieve a particular purpose. The selection and use of words and sentence structures is effective and sometimes polished. Diction is effective and specific. Syntax is controlled and varied. The writing is precise and fluent.

4 PROFICIENT: Choices frequently appear to have been made deliberately to achieve a particular purpose. The selection and use of words and sentence structures is generally effective. Diction is appropriate. Syntax is controlled. The writing is clear and generally fluent.

3 SATISFACTORY: Choices occasionally appear to have been made deliberately to achieve a particular purpose. The selection and use of words and sentence structures is generally clear. Diction is adequate but may be lacking in specificity. Syntax is generally straightforward but may be occasionally awkward. The writing is clear.

2 LIMITED: Choices seldom appear to have been made deliberately to achieve a particular purpose. The selection and use of words and sentence structures is frequently ineffective. Diction is imprecise and/or inappropriate. Syntax is frequently awkward and/or immature. The writing is often vague, redundant, and/or confusing.

1 POOR: Choices do not appear to have been made deliberately to achieve a particular purpose. The selection and use of words and sentence structures is frequently inaccurate and ineffective. Diction is frequently inaccurate and/or over-generalized. Syntax is confused and uncontrolled. The writing is frequently unclear and not fluent.

Continued

Major Assignment -- Scoring Guide (continued)

Matters of Convention (Curriculum Concept 3)

When marking Matters of Convention the marker should consider the correctness of
- mechanics (spelling, punctuation, capitalization, etc.)
- grammar (agreement of subject-verb/pronoun-antecedent, pronoun reference, etc.)

Proportion of error to length and complexity of response should also be considered.

5 EXCELLENT: This writing is essentially free from errors in spelling, punctuation, and grammar. The relative absence of error is impressive under the circumstances.

4 PROFICIENT: This writing is essentially free from errors in spelling, punctuation, and grammar. Errors that are present do not reduce the clarity of communication.

3 SATISFACTORY: This writing has occasional errors in spelling, punctuation, and grammar. These errors may reduce clarity but seldom impede communication.

2 LIMITED: This writing has frequent errors in spelling, punctuation, and grammar. These errors often impede communication.

1 POOR: This writing has errors in spelling, punctuation, and grammar that are both noticeable and jarring. These errors severely impede communication.

Part B: Reading (Multiple Choice)

Description of Part B: Reading (Multiple Choice)

Part B: Reading (Multiple Choice), worth 50% of the total diploma examination score, is a 2 hour test consisting of 80 multiple-choice questions based on readings from fiction, nonfiction, poetry, and modern and Shakespearean drama. For the convenience of students, readings and questions are in separate booklets. Students may NOT use a dictionary or a thesaurus while writing Part B: Reading (Multiple Choice). The questions examine the students' skills in the following reporting categories:

- understanding meanings
- understanding and interpreting the relationship between form and content
- understanding and interpreting human experience and values as expressed through literature.

The questions are developed to assess the following cognitive levels:

- understanding literal meaning
- drawing inferences and applying knowledge
- evaluating the ideas, techniques, and values presented in the reading selections

The blueprint for Part B: Reading (Multiple Choice) is on page 21.
It is based on the curriculum specifications developed from The *Program of Studies for Senior High Schools*. Questions are classified according to the reporting categories of meanings, critical response, and human experience and values, and the cognitive levels of literal understanding, inference and application, and evaluation.

ENGLISH 30 DIPLOMA EXAMINATION
PART B: READING (MULTIPLE CHOICE) BLUEPRINT

REPORTING CATEGORY	CROSS-REFERENCE TO ENGLISH 30 STATEMENT OF CONTENT**	COGNITIVE LEVEL			PROPORTION OF TOTAL MARK***
		LITERAL UNDERSTANDING	INFERENCE AND APPLICATION	EVALUATION	
1. MEANINGS The student should be able to understand, interpret, and evaluate purpose, theme, thesis, literal and figurative statements, and supporting details as presented in literary and non-literary materials.*	Concepts 6,7,8,10,15,16,19				22%
2. CRITICAL RESPONSE The student should be able to understand, interpret, and evaluate literary and non-literary form, structure, and style as well as the relationships between form and content.	Concepts 6,7,8,11,12,15,17,19,20	Percentages within individual parts of the blueprint vary depending upon the nature of the selection.			18%
3. HUMAN EXPERIENCE AND VALUES The student should be able to understand and interpret values expressed through literature. The student should understand and interpret personalities and motives of characters, and the effect of setting on character, mood, tone, and action.	Concepts 6,7,8,9,12,13,15				10%
PROPORTION OF TOTAL MARK***		5%	30%	15%	50% (80 questions)

*The examination presents selections from fiction, nonfiction, poetry, and Shakespearean and modern drama. Visual materials may also be used.

**Program of Studies for Senior High Schools, p. 152(vi)-152(xi), and Senior High School Language Arts 1982 Curriculum Guide, pp. 21-31.

***Percentages are approximate and vary depending upon the selection chosen.

Sample Reading Selection and Questions

Sample questions 1-6 on page 23 are based on the poem below. Answers for questions 1-6, and a discussion of the questions follow on pages 24-26.

CHOKECHERRY PITS

The contour lines follow the old humus.
Trowel and brush work easily down
through the shallow droppings of time.
Stone grates -- maybe a flake[1] --
or is it a tool emerging?
"How can you tell!" people wonder.
Tools fit themselves into the function.
Hands and fingers, it seems, were always the same.
The brush comes out, and, suddenly, "Hey! Beads!" --
little black spheres in the ashes --
They are not beads, we discover --
chokecherry pits,
tossed or spat into the fire.

It was August, then, when this hearth was burning!
I picture chokecherries spread in the sun,
lustrous, crimson -- rolled, and shifted, and sampled --
pemmican.
Suddenly I remember
pulling the branches down for someone,
watching the drops of blood
trickle through curled fingers --
With us it was jelly or wine.

I pause for a moment, cupping the charred pits
kneeling by a rekindled hearth,
a patch of chickweed spread like a white table,
wine, pemmican,
prairie sun,
wind sliding over the great erosion,
old brown river cutting a way to the sea.

R.E. Rashley

[1]flake -- piece of hard stone chipped off and used as a tool

1. What is the speaker's occupation?

   A. Environmentalist
   B. Archeologist
   C. Agriculturist
   D. Geologist

2. The words that BEST indicate how to identify a tool are

   A. "Trowel and brush work easily down" (line 2)
   B. "Stone grates -- maybe a flake" (line 4)
   C. "fit themselves into the function" (line 7)
   D. "fingers, it seems, were always the same" (line 8)

3. In line 18 the speaker's perspective changes from professional speculation to consideration of

   A. present civilization
   B. personal past experience
   C. contemporary Native culture
   D. details of his arduous task

4. By using the words "rekindled hearth" (line 24) the speaker suggests

   A. that the fire has been relighted
   B. a joining of the past and present
   C. that the culture has been renewed
   D. a restoration of the old meeting place

5. The reaction of the speaker to the discovery (lines 23-29) is one of

   A. curiosity
   B. reverence
   C. excitement
   D. astonishment

6. Which statement BEST reflects the theme of this poem?

   A. Over the years, tools have remained functional.
   B. Over the years, nature has provided sources of nourishment.
   C. In the past, people were concerned mainly with basic survival.
   D. Throughout history, human nature and experience are unchanging.

Sample Questions - Key and Discussion

The sample set of questions on page 23 illustrates the format and characteristics of questions on Part B of all English 30 Diploma Examinations.

Two reporting categories are represented in this sample: Meanings (questions 1, 2, 3, and 6) and Critical Response (questions 4 and 5). Also, two cognitive levels are represented: Inference and Application (questions 1, 3, 4, and 5) and Evaluation (questions 2 and 6).

The following table presents the key and the distribution of student responses by alternative (A, B, C, and D) in per cent for each of the sample questions.

Question Number	Key	Distribution of Responses by Alternative* A	B	C	D
1	B	12.3%	72.5%	9.3%	5.8%
2	C	10.4%	18.9%	63.6%	7.0%
3	B	6.5%	82.7%	3.4%	7.3%
4	B	10.1%	59.2%	16.8%	13.9%
5	B	11.9%	61.5%	11.9%	14.6%
6	D	4.2%	10.7%	13.7%	71.3%

N = 4357 (January 1986)
*The sum of the percentages for each question is 99.9%; approximately 0.1% of the students did not respond to each question.

In this poem, the poet appeals to the readers' personal associations with chokecherries to establish a metaphor linking present to past. The first question requires the student to infer the speaker's occupation (archeologist) from the specific details "contour lines . . . trowel and brush." By directing the student to consider the speaker's occupation, the first question assists the student in identifying the subject dealt with in the poem, and in establishing the metaphor that defines the poem. The student must have at least a general understanding of the vocabulary presented in the alternatives, a reasonable expectation for the English 30 student. Alternatives A, C, and D each drew more than the required minimum 5% (12.3%, 9.3%, 5.8% respectively). Alternative B, the correct answer, drew 72.5%. Of the 72.5% who chose the correct answer, 92.5% were from the group of students who scored highest on the test as a whole, and 48.7% from the group of students who scored low on the test as a whole.

Question 2 requires the student to evaluate responses in terms of the specific problem presented in the stem, "how to identify" a tool. As with question 1, the details focused on in question 2 serve to draw students' attention to one of the key ideas developed through the metaphor of archeology linking present to past. The student must choose the BEST response from alternatives which all have a measure of correctness. The careless reader may focus on "identify a tool," as is indicated by the 32.1% and 16.2% of lower achieving students who chose B and A respectively. The keyed response C states clearly that function depends on need, and 63.6% of the students answered correctly. Of this group of students 84.5% were those who achieved high scores on the test as a whole, and 43.6% were those who achieved low scores on the test as a whole. Only 7% of all students chose alternative D, which shows hands and fingers as being commonly identified by students as tools.

Question 3 introduces the student to the shift from the literal to the abstract. The question can be correctly responded to without reference to the alternatives. This question was the least difficult of the questions on "Chokecherry Pits" with 82.7% of students choosing the keyed response, B (90.6% of these students were from the high achieving group). The usual upper limit of difficulty is 85%, and Question 3 came very close to being "too easy" and therefore not discriminating. However, the question provides helpful information for students in answering questions 4, 5, and 6.

The focus on "rekindled hearth" in question 4 requires an interpretation of the poet's imaginative process that is summed up in the final stanza. It is a hearth of the past that the speaker has been unearthing, and in that process has discovered a kinship with the past; thus, "rekindling" the old with his or her imaginative associations with the present. Question 4 proved to be the most difficult in the set, with 59.2% of students choosing the correct answer. B. (74.9% were from the high achieving group and 43.2% were from the low achieving group.) That the "fire has been relighted" (alternative A) suggests a literal interpretation of "rekindled hearth" which cannot be critically substantiated. "That the culture has been renewed" (alternative C) does not refer to a specific culture, and the references in the poem to wine, pemmican, sun, wind, and river suggest a continuum more than a renewal. There is no evidence of "restoration of the old meeting place" (alternative D) in the poem.

Question 5 is the second critical response question requiring inference. To determine the speaker's reaction to the discovery, the student must consider which aspects of the final stanza suggest a personal attitude. In describing himself or herself "kneeling" at the centre of his or her reflection on the past, and by referring to the continuing present, the speaker suggests an attitude of reverence, (keyed response B). Alternatives A, C, and D are all plausible inferences in themselves but are not substantiated in lines 23 to 29 of the poem. This question resulted in a particularly high discrimination between high and low achieving students -- 85.4% of the high achieving students chose B, but only 36.2% of the low achieving students chose B.

Question 6 requires the student to establish the theme of the poem and to select the BEST of the available responses, all of which contain a measure of correctness. The keyed response, D, was chosen by 89.0% of the high achieving students (51.3% of low achieving students) and is consistent with question 4 though not dependent upon it. Alternatives A, B, and C each deal more closely with a specific idea than a general theme, and do not conclusively express the speaker's process of reflection that uses chokecherry pits to connect the past with the present. Alternatives A, B, and C drew 8.1%, 19.9%, and 20.7% respectively of the low achieving students, and 0%, 4.5%, and 5.4% respectively of the high achieving students.

The ordering of the questions is intended to lead the students progressively through the poem from the specific and literal to the general and more abstract.

Part A: Written Response

Description of Part A: Written Response

Part A: Written Response, worth 50% of the total diploma examination score, is a 2 1/2 hour test consisting of the three sections discussed below. Students may use an English language dictionary and thesaurus while writing Part A: Written Response.

Section I: Personal Response to Literature

This section requires students to discuss aspects of their experiences with literature from a personal perspective OR to read short selections and respond to them in a personal or reflective manner.

Recommended time: 75 minutes

Length: Students are expected to write thoughtful, carefully developed compositions. Extremely short compositions that lack developed and supported ideas will probably be deemed "insufficient" according to the scoring guide (see page 32).

Value: 25% of the total examination score

Scoring: Scores contribute to the total examination score in the following proportions:

Thought and Detail	10%
Organization	5%
Matters of Choice	5%
Matters of Convention	5%

Section II: Functional Writing

Students will be given a situation or context and will be asked to write within that context. Possible assignments may include such tasks as responding to an employment advertisement, writing a business letter in response to a particular situation, nominating someone for an award, or writing a letter of reference.

Recommended time: 45 minutes

Length: Students are expected to address a particular audience clearly, and to present enough material to achieve their purpose. Scoring will, in part, depend upon the student's consideration of audience (appropriate tone, form, and content), and fulfillment of the writing purpose. Short presentations that lack detail and essential information will lose marks for thought and detail. Extremely short presentations will probably be deemed "insufficient" according to the scoring guide (see page 35).

Value: 15% of the total examination score

Scoring: Scores contribute to the total examination score in the following proportions:

Thought and Detail	10.0%
Organization	2.5%
Writing Skills	2.5%

Section III: Response to Visual Communication

Students must respond to two assignments based on one or more photographs and/or cartoons. In the first assignment, students must respond personally by entering into the world of the photographs and/or cartoons. In responding to the second assignment, students must analyze the ideas, details, and the techniques that are used in the photographs and/or cartoons. Students must write responses supported by specific details.

Recommended time: 30 minutes

Length: Students are expected to write their responses in paragraph form.

Value: 10% of the total examination score

Scoring: Scores contribute to the total examination score in the following proportions:

Thought and Detail	5%
Writing Skills	5%

The blueprint that follows on page 29 outlines the design of Part A: Written Response and illustrates the relationship between the content and scoring of assignments and the curriculum concepts from the *Program of Studies for Senior High Schools*.

ENGLISH 33 DIPLOMA EXAMINATION
PART A: WRITTEN-RESPONSE BLUEPRINT

TEST SECTION	REPORTING CATEGORY (Scoring Guide)	CROSS-REFERENCE TO ENGLISH 33 STATEMENT OF CONTENT*	DESCRIPTION OF WRITING ASSIGNMENT(S)	PROPORTION OF TOTAL MARK BY REPORTING CATEGORY	PROPORTION OF TOTAL MARK BY TEST SECTION
PERSONAL RESPONSE TO LITERATURE	THOUGHT AND DETAIL** The student should be able to understand and evaluate literature and demonstrate this understanding in writing.	Concepts 1,3,4,6, 7,8,9,12	The writing assignment requires the student to discuss an aspect of literature from a personal perspective OR to read short literary selections that serve as stimuli for a personal or reflective response.	10%	25%
	ORGANIZATION The student should be able to develop coherently a unified theme or thesis through an appropriate method of organization.	Concepts 2,3,4		5%	
	MATTERS OF CHOICE The student should be able to use words and syntactic structures effectively, and should be able to adjust language and syntax to suit purpose, subject, and audience.	Concepts 3,4		5%	
	MATTERS OF CONVENTION The student should be able to communicate clearly by adhering to conventions that are appropriate to written expression.	Concepts 3,4		5%	
FUNCTIONAL WRITING	THOUGHT AND DETAIL The student should be able to identify audience and purpose for writing, and select details appropriate to audience and purpose.	Concepts 1,3,4,5	The assignment is functional in nature, and requires the student to write within a given situation or context.	10%	15%
	ORGANIZATION The student should be able to organize details into a coherent unit appropriate to audience and purpose.	Concepts 2,3,4		2.5%	
	WRITING SKILLS The student should be able to communicate clearly, effectively, and correctly in writing.	Concepts 2,3,4,5		2.5%	
RESPONSE TO VISUAL COMMUNI-CATION	THOUGHT AND DETAIL The student should be able to understand and evaluate the form and content of visual communication and demonstrate this understanding in writing.	Concepts 1,3,4,5,13, 14,16,17	Writing assignments are connected to one or more visuals (photographs and/or cartoons), and require the student to write about main ideas, techniques of communication, and personal reactions.	5%	10%
	WRITING SKILLS The student should be able to communicate clearly, effectively, and correctly in writing.	Concepts 2,3,4,5		5%	
PROPORTION OF TOTAL MARK				50%	50%

*Program of Studies for Senior High Schools, p. 152(i)-152(v) and the Senior High School Language Arts 1982 Curriculum Guide, pp. 12-20.

**Many of the reading concepts in the English 33 Statement of Content are included in Thought and Detail. The student has the opportunity, while writing Part A: Written Response, to present his own response to literature and to deal with concepts that are also tested in Part B: Reading (Multiple Choice).

Sample Assignments and Scoring Guides

Section I: Personal Response to Literature -- Sample Assignment

Read the two poems and complete the assignment that follows.

SHORT-ORDER COOK

An average joe comes in and orders
30 cheeseburgers and 30 fries.

I wait for him to pay before I start cooking.
He pays --
he ain't no average joe.

The grill is just big enough for 10 rows of 3.
I slap the burgers down,
throw two buckets of fries in the deep frier
and they pop pop spit spit . . .
psss . . .
The counter girls laugh.
I concentrate.
It is the crucial point:
they are ready for the cheese.

My fingers shake as I tear off slices, toss
them on the burgers/fries done/dump/
refill buckets/burgers ready/flip
into buns, beat that melting cheese/wrap
burgers in plastic/into paper bags/fries done/
dump/fill 30 bags/bring them to the counter,
wipe sweat on sleeve, and smile at the counter girls.
I puff my chest out and bellow:
"30 cheeseburgers, 30 fries."
They look at me funny.
I grab a handful of ice, toss it in my mouth,
do a little dance, and walk back to the grill.
Pressure, responsibility, success.
30 cheeseburgers, 30 fries.

Jim Daniels

Continued

ATTENDANCE REGISTER

"Ihavebeeninattendance
forallworkdaysofthemonth
anddocumentationforleavetaken
hasbeensubmitted"

all day long at attention
and in attendance in this
rat-a-tat-a room of
type and time I have
submitted documents sub
mitted to the paper avalanche
hourly, attended to
instruction, obstruction
I am addicted to the
sugar pill of regular pay
I am in attendance every
working day

Joy Kogawa

Section I: Personal Response to Literature Assignment

"Short-Order Cook" reveals a person whose work is a source of pleasure and pride; "Attendance Register" reveals a typist whose work has become an unpleasant and frustrating routine.

ON THE BASIS OF YOUR OWN EXPERIENCE OR THAT OF A CHARACTER STUDIED IN YOUR SENIOR HIGH SCHOOL ENGLISH COURSES, DESCRIBE A WORK EXPERIENCE THAT EITHER PROVIDED PLEASURE OR CAUSED DISSATISFACTION. DO NOT WRITE ABOUT THE WORK EXPERIENCES IN "SHORT-ORDER COOK" OR "ATTENDANCE REGISTER."

In your writing BE SURE to:

- describe the work experience
- examine the specific circumstances that resulted in either enjoyment or dissatisfaction
- explain how the work experience has affected you (or the character)

Present your ideas in any PROSE form that will make your writing interesting.

Section I: Personal Response to Literature -- Scoring Guide

Thought and Detail (Curriculum Concepts 1, 3, 4, 6, 7, 8, 9, 12)

When marking Thought and Detail the marker should consider how effectively
- the assignment is addressed
- the detail supports and/or clarifies the response

5 PROFICIENT: A situation or concept is effectively established. Details about actions and/or characters are specific, are often purposefully chosen for support, and add clarity. Retrospection or circumspection, whether explicit or implicit, is insightful.

4 CAPABLE: A situation or concept is appropriately established. Details about actions and/or characters are well-defined and are chosen for support. Retrospection or circumspection, whether explicit or implicit, is thoughtful.

3 ADEQUATE: A situation or concept is clearly established. Details about actions and/or characters are general but tend to be chosen for support. Retrospection or circumspection, whether explicit or implicit, is conventional.

2 LIMITED: A situation or concept is vaguely delineated. Details about actions and/or characters are scant and/or redundant, and offer little support. Retrospection or circumspection is obscure or uncertain.

1 POOR: An inappropriate or incomprehensible situation or concept has been presented. Details about actions and/or characters are irrelevant or absent. Retrospection or circumspection is not present or is confusing.

INS INSUFFICIENT: The marker can discern no evidence of an attempt to fulfill the assignment as stated, or the writing is so deficient in length that it is not possible to assess thought and detail.

Organization (Curriculum Concepts 2, 3, 4)

When marking Organization the marker should consider how effectively the writing demonstrates
- unified and consistent development
- clear and coherent order

5 PROFICIENT: The beginning creates interest and/or promotes further reading. The ideas and situations are developed by sentences and paragraphs that flow smoothly and coherently to an appropriate and effective conclusion.

4 CAPABLE: An effective beginning has been presented. The ideas and situations are developed by sentences and paragraphs that are coherently related. The conclusion is appropriate.

3 ADEQUATE: The beginning, development, and conclusion are functional. Sentences and paragraphs are generally related, but coherence may falter on occasion.

2 LIMITED: The beginning and/or conclusion are nonfunctional. Relationships between sentences and between paragraphs are frequently unclear.

1 POOR: The introduction and/or conclusion, if present, are obscure. Sentences and paragraphs are not coherently related.

Continued

Section I: Personal Response to Literature -- Scoring Guide (continued)

Matters of Choice (Curriculum Concepts 3, 4)

When marking Matters of Choice the marker should consider the extent to which the writing demonstrates effectiveness of

- diction, including connotative language, imagery, idiomatic expressions, dialect
- syntax, including such choices as parallelism, balance, inversion, sentence length and variety

5 PROFICIENT: Choices evident in the writing are usually effective. In many instances words are chosen for effect. Many sentences are purposefully structured for effect.

4 CAPABLE: Choices evident in the writing are often effective. Frequently words are chosen for effect. On occasion, a sentence is purposefully structured for effect.

3 ADEQUATE: Choices evident in the writing are occasionally effective. Now and then words appear to be chosen for effect. Attempts to structure sentences for effect are rare.

2 LIMITED: Choices evident in the writing are often ineffective. The writer demonstrates a lack of awareness of the choices that are available.

1 POOR: Choices evident in the writing are usually ineffective. Words and structures are misused to such an extent that clarity suffers.

Matters of Convention (Curriculum Concepts 3, 4)

When marking Matters of Convention the marker should examine the writing for correctness of

- mechanics (spelling, punctuation, capitalization, etc.)
- grammar (agreement of subject-verb/pronoun-antecedent, pronoun reference, etc.)

Proportion of error to length and complexity of response should also be considered.

5 PROFICIENT: The writing is essentially free from errors in spelling, punctuation, and grammar. Errors that are present do not reduce the clarity of communication.

4 CAPABLE: Few errors in spelling, punctuation, and grammar are present. These errors sometimes reduce the clarity of communication.

3 ADEQUATE: Occasional errors in spelling, punctuation, and grammar are present. Some of these errors impede the clarity of communication.

2 LIMITED: Frequent errors in spelling, punctuation, and grammar are present. Many of these errors impede the clarity of communication.

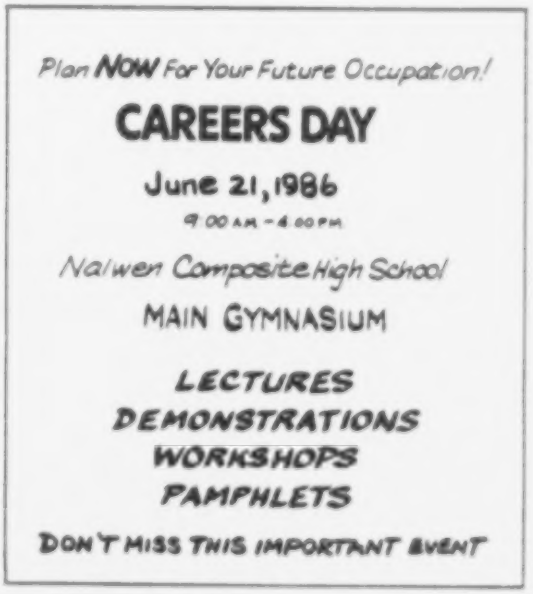
1 POOR: Numerous errors in spelling, punctuation, and grammar are both noticeable and jarring. Most of these errors severely impede the clarity of communication.

Section II: Functional Writing -- Sample Assignment

Read the hypothetical situation described below and complete the assignment that follows.

THE SITUATION

Your school is organizing a "Careers Day." You have been given the task of inviting a speaker to your school to represent the career or occupation that most interests you. Posters such as the one below have been put up at various places throughout your school.



THE ASSIGNMENT

IN THE SPACE PROVIDED, WRITE A LETTER INVITING YOUR SPEAKER TO NALWEN COMPOSITE HIGH SCHOOL.

Be sure that your letter

- demonstrates your interest in the career or occupation that your speaker will represent
- includes all of the information that your speaker will need to make his or her participation successful

Use an appropriate tone in your writing.

PLEASE NOTE: Correct letter format has been provided.
Please give your speaker a name. SIGN YOUR LETTER "Pat Jones."
DO NOT USE THE NAME OF YOUR OWN SCHOOL ANYWHERE IN YOUR WRITING.

Thought and Detail (Curriculum Concepts 1, 3, 4, 5)

When marking Thought and Detail the marker should consider
- how well the assignment is addressed and the purpose specified in the assignment is fulfilled
- awareness of audience/appropriateness of tone (in terms of purpose)

5 PROFICIENT: A precise awareness of audience is demonstrated. Tone is appropriate. Significant information is presented, and this information is enhanced by precise and appropriate details that effectively fulfill the purpose.

4 CAPABLE: A clear awareness of audience is demonstrated. Tone is appropriate. Significant information is presented, and this information is substantiated by appropriate details that efficiently fulfill the purpose.

3 ADEQUATE: A general awareness of audience is demonstrated. Tone is appropriate. Sufficient information is presented, and this information is supported by enough detail to fulfill the purpose.

2 LIMITED: Recognition of audience is demonstrated but is not sustained. Tone may be inappropriate. Essential information may be missing. Supporting details are scant, insignificant, and/or irrelevant. The purpose is only partially fulfilled.

1 POOR: Only a vague recognition of audience is demonstrated. Tone may be inappropriate. Essential information and supporting details are lacking. The purpose is not fulfilled.

INS INSUFFICIENT: The marker can discern no evidence of an attempt to fulfill the assignment as stated, or the writing is so deficient in length that it is not possible to assess thought and detail.

Organization (Curriculum Concepts 2, 3, 4)

When marking Organization the marker should consider how effectively the writing demonstrates
- clear and logical ordering of information
- unified ideas
- sustained coherence

5 PROFICIENT: A clearly focused statement of topic or function is presented. Details are coherently related and are developed in sentences and paragraphs that flow smoothly to an effective and appropriate request, statement of expectation, or other conclusion.

4 CAPABLE: A well-defined statement of topic or function is presented. Details are clearly related. The request, statement of expectation, or other conclusion is appropriate.

3 ADEQUATE: A general statement of topic or function is presented. Details are generally related, but coherence may falter on occasion. The request, statement of expectation, or other conclusion is functional.

2 LIMITED: A vaguely focused statement of topic or function is presented. Details are vaguely related. The request, statement of expectation, or other conclusion is unclear.

1 POOR: An obscure statement of topic or function is presented. The relationships among chosen details are obscure. The request, statement of expectation, or other conclusion is absent or inappropriate.

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

When marking Writing Skills the marker should consider Matters of Choice AND Matters of Convention. (See Section I for clarification.)

5 PROFICIENT: The selection and use of words and structures is usually effective. Errors in spelling, punctuation, and grammar that are present do not reduce the clarity of communication.

4 CAPABLE: The selection and use of words and structures is often effective. Errors in spelling, punctuation, and grammar sometimes reduce the clarity of communication.

3 ADEQUATE: The selection and use of words and structures is occasionally effective. Errors in spelling, punctuation, and grammar occasionally impede the clarity of communication.

2 LIMITED: The selection and use of words and structures is often ineffective. Errors in spelling, punctuation, and grammar often impede the clarity of communication.

1 POOR: The selection and use of words and structures is usually ineffective. Errors in spelling, punctuation, and grammar severely impede the clarity of communication.

Section III: Response to Visual Communication -- Sample

Examine the photograph and complete the TWO assignments that follow. Complete each assignment in paragraph form.

Continued

Section III: Response to Visual Communication -- Assignment 1 (Sample)

1. Most of the people in the photograph seem to be observing something that is happening in front of them. What do you think they are watching? Use details from the photograph to support your ideas. Answer in paragraph form.

REVISED WORK

Continued

Scoring Guide for Section III: Response to Visual Communication -- Assignment 1

Thought and Detail (Curriculum Concepts 1, 3, 4, 5, 13, 14, 16, 17)

When marking Thought and Detail the marker should consider how effectively the details selected from the cartoon or photograph, and the discussion of these details, contribute to plausible and consistent speculation about the cartoon or photograph.

5 PROFICIENT: Speculation about the cartoon or photograph is insightful and is appropriately supported by specific details that are effectively connected to the opinion given.

4 CAPABLE: Speculation about the cartoon or photograph is thoughtful and is appropriately supported by specific details that are clearly connected to the opinion given.

3 ADEQUATE: Speculation about the cartoon or photograph is conventional, but is plausibly supported by general details that are connected to the opinion given.

2 LIMITED: Speculation about the cartoon or photograph is vague and uncertain. Details used for support are inappropriate and/or unclear and may be unconnected to the opinion given.

1 POOR: Speculation about the cartoon or photograph is inappropriate, implausible, or incomprehensible. Details are irrelevant, inaccurate, or absent.

INS INSUFFICIENT: The marker can discern no evidence of an attempt to fulfill the assignment as stated, or the writing is so deficient in length that it is not possible to assess thought and detail.

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

When marking Writing Skills the marker should consider Matters of Choice AND Matters of Convention. (See Section I for clarification.)

5 PROFICIENT: The selection and use of words and structures is usually effective. Errors in spelling, punctuation, and grammar do not reduce the clarity of communication.

4 CAPABLE: The selection and use of words and structures is often effective. Errors in spelling, punctuation, and grammar sometimes reduce the clarity of communication.

3 ADEQUATE: The selection and use of words and structures is occasionally effective. Errors in spelling, punctuation, and grammar occasionally impede the clarity of communication.

2 LIMITED: The selection and use of words and structures is often ineffective. Errors in spelling, punctuation, and grammar often impede the clarity of communication.

1 POOR: The selection and use of words and structures is usually ineffective. Errors in spelling, punctuation, and grammar severely impede the clarity of communication.

Section III: Response to Visual Communication -- Assignment 2 (Sample)

2. Often a photograph will have a caption under it that helps to identify its theme or main idea. Suggest a caption for the photograph. Use details from the photograph to explain why your caption is appropriate. Answer in paragraph form.

REVISED WORK

Continued

Scoring Guide for Section III: Response to Visual Communication -- Assignment 2

Thought and Detail (Curriculum Concepts 1, 3, 4, 5, 13, 14, 16, 17)

When marking Thought and Detail the marker should consider how effectively the details selected from the cartoon or photograph, and the discussion of these details, contribute to a plausible and consistent interpretation of the cartoon or photograph.

5 PROFICIENT: Interpretation of the cartoon or photograph is insightful and is in the form of an effective generalized idea or theme. Specific details used for support are purposefully chosen and add clarity.

4 CAPABLE: Interpretation of the cartoon or photograph is thoughtful and is in the form of a generalized idea or theme. Specific details used for support are well-defined and accurate.

3 ADEQUATE: Interpretation of the cartoon or photograph is conventional and may be in the form of a maxim or moral. Details used for support are clear but tend to be generalized.

2 LIMITED: Interpretation of the cartoon or photograph is vague and uncertain and/or concentrates on a particular detail rather than the cartoon or photograph as a whole. Details used for support are inappropriate and/or unclear.

1 POOR: Interpretation of the cartoon or photograph is inappropriate, implausible, or incomprehensible. Details are irrelevant, inaccurate, or absent.

INS INSUFFICIENT: The marker can discern no evidence of an attempt to fulfill the assignment as stated, or the writing is so deficient in length that it is not possible to assess thought and detail.

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

When marking Writing Skills the marker should consider Matters of Choice AND Matters of Convention. (See Section I for clarification.)

5 PROFICIENT: The selection and use of words and structures is usually effective. Errors in spelling, punctuation, and grammar do not reduce the clarity of communication.

4 CAPABLE: The selection and use of words and structures is often effective. Errors in spelling, punctuation, and grammar sometimes reduce the clarity of communication.

3 ADEQUATE: The selection and use of words and structures is occasionally effective. Errors in spelling, punctuation, and grammar occasionally impede the clarity of communication.

2 LIMITED: The selection and use of words and structures is often ineffective. Errors in spelling, punctuation, and grammar often impede the clarity of communication.

1 POOR: The selection and use of words and structures is usually ineffective. Errors in spelling, punctuation, and grammar severely impede the clarity of communication.

Part B: Reading (Multiple Choice)

Description of Part B: Reading (Multiple Choice)

Part B: Reading (Multiple Choice), worth 50% of the total diploma examination score, is a 2 hour test consisting of 70 multiple-choice questions based on readings from fiction, nonfiction, poetry, and modern drama. For the convenience of students, readings and questions are in separate booklets. The student may NOT use a dictionary or thesaurus while writing Part B: Reading (Multiple Choice). The questions examine the student's skills in the following reporting categories:

- understanding meanings
- understanding and interpreting the relationships between form and content
- understanding and interpreting human experience and values as expressed through literature
- finding and using information for a particular purpose

The questions are developed to assess the following cognitive levels:

- understanding literal meaning
- drawing inferences and applying knowledge
- evaluating the ideas, techniques, and values presented in the reading selections

The blueprint that follows on page 43 outlines, in tabular form, the design of Part B: Reading (Multiple Choice). It delineates the relationship between test content and curriculum concepts, shows the headings and cognitive levels under which questions are classified and data are reported, and shows the approximate proportion of the total diploma examination score for each reporting category and cognitive level.

ENGLISH 33 DIPLOMA EXAMINATION
PART B: READING (MULTIPLE-CHOICE) BLUEPRINT

REPORTING CATEGORY	CROSS-REFERENCE TO ENGLISH 33 STATEMENT OF CONTENT**	COGNITIVE LEVEL			PROPORTION OF TOTAL MARK***
		LITERAL UNDERSTANDING	INFERENCE AND APPLICATION	EVALUATION	
1. MEANINGS The student should be able to distinguish between major and minor events and ideas and to understand and interpret subject, purpose, theme, thesis, and supporting details of selections.*	Concepts 6,7,8,10,12,13,16				20%
2. RELATIONSHIPS OF FORM AND CONTENT The student should be able to understand and interpret the organization, writer's technique, point of view, and mood of literary and non-literary materials. The student should be able to evaluate how the impact of a work is affected by its organization, technique, point of view, and mood.	Concepts 6,8,10,13,14,16,17	Percentages within individual parts of the blueprint will vary depending upon the nature of the selections.			10%
3. HUMAN EXPERIENCE AND VALUES The student should be able to understand and interpret a character's relationships, personality traits, and motivation. The student should be able to determine the writer's tone. Through literature, the student should be able to understand and interpret human experience and values.	Concepts 6,7,8,9,13,14,16,17				10%
4. LIFE SKILLS The student should be able to find and organize information for a specified purpose. The student should be able to evaluate information in terms of purpose.	Concepts 6,7,11,12,13,16				10%
PROPORTION OF TOTAL MARK***		5%	35%	10%	50% (70 questions)

*The examination uses selections from fiction, nonfiction, poetry, and modern drama. Visual materials may also be used.

**Program of Studies for Senior High Schools, p. 152(ii)-152(iii), and Senior High School Language Arts 1982 Curriculum Guide, pp. 14-16.

***Percentages are approximate, and will vary depending on the selections chosen.

Sample Reading Selection and Questions

Sample questions 1 to 5 on pages 45 and 46 are based on the article below. Answers to the questions, and a discussion of the questions follow on pages 46 to 48.

A FAILURE OF FAITH IN MAN-MADE THINGS

There are those who have faith in man-made things and those who do not.

I do not.

I do not have faith in elevators. I do not have faith in planes, subways, bridges or tunnels.

I do use them. Of which fact I am very proud.

I have, for example, a friend who chose his dentist because the dentist's office was on the first floor. I know a journalist who became a national expert on trains because he can't bear flying. I have another friend who sold his island house after living there only weeks because he had dizzy spells on the bridge. (The alternative route -- a tunnel -- was completely out of the question.)

I don't think these people are neurotic. Rather, it's a question of degree. How many of the rest of us travel on, over and through man-made things comforted only by our private *escape* plans?

That's the dividing point. People who have faith in man-made things do not have *escape* plans. I do.

I have an escape plan for the elevator. I will escape Certain Death if the elevator drops twenty floors suddenly -- which I fully expect -- because I will be jumping up and down. I read once that if you jump up and down while the elevator is crashing you have a 50 percent chance of being up while it's down and softening the impact.

Don't tell me if it's not true.

I have an escape plan for the final subway stall. If somewhere between stops, the transit line dies and there are four hundred of us squeezed into one car so tightly that no one can move an arm to break a window, I will escape. I will be at my usual post, nose in the door, gasping the one thin stream of air as it comes through a crack.

On the whole, I am more philosophical about airplanes. I look quite relaxed: seated, belted (no, I never take off my seatbelt, not even between here and Paris) and reading a paper before take-off. I repeat ten times, "Well, it's out of my hands now." But look closer. I am in the last row, because I remember from a Jimmy Stewart movie, *The Phoenix*, that you've got the best chance of surviving near the tail. I will *escape*. If I weren't so concerned about looking cool, I would ride on the plane's rear lavatory floor.

As for bridges, I remember the Galloping Gertie. Other bridges look sturdy enough, but there is only one railing between me and the water. When I drive over them, I roll up my window, because if my car plunges into the water -- it is possible, it really is -- there will be an air bubble in it. I will be able to breathe until I collect myself and then

Continued

execute a perfect *escape* like the ones you see on television.

Don't tell me if it isn't true.

My greatest phobia is about tunnels -- maybe because my escape plans stink. Every time I go through a tunnel, I expect the Ultimate Leak. And I haven't figured any way out against the rising water except (1) drive for it or (2) run for it.

I do try to control myself. After all, I have driven through two thousand tunnels without even using the windshield wipers. But I am prepared for the worst.

I don't know how tunnels are built, or bridges, or elevators, or airplanes. I don't know how or why they work. So why should I believe they're safe? How do I know they won't break with me on, in, over or under them?

My escape plans are nothing more than an attempt at control. I know that I don't want to be dependent on the metal of a bridge, or the concrete of a tunnel. In truth, I don't really want to depend on man-made things at all. I hate being that far from Control Center. A severe failure of faith.

I suppose I would make one lousy astronaut.

Ellen Goodman

1. When the writer says "Don't tell me if it's not true" (line 23), she implies that she

   A. fears the 50 per cent odds
   B. prefers the security of ignorance
   C. trusts the information that she reads
   D. distrusts the elevators in which she rides

2. The words "until I collect myself" (line 41) refer to the writer's action of

   A. saving her energy
   B. getting her wits about her
   C. holding her breath in fear
   D. gathering her belongings together

3. The writer believes that she "would make one lousy astronaut" (line 60) because she is

   A. distrustful of technology
   B. a very superstitious person
   C. an extremely opinionated person
   D. terrified of heights and enclosed spaces

4. The writer capitalizes "Certain Death," "Ultimate Leak," and "Control Center" to

   A. create contrast
   B. attain coherence
   C. provide emphasis
   D. develop personification

5. The writer is poking fun PRIMARILY at

   A. her own fears
   B. escape methods
   C. mechanical devices
   D. people who have fears

Sample Questions -- Key and Discussion

Although the sample set of questions on pages 45 and 46 (taken from the English 33 Diploma Examination administered in January 1986) is relatively short, it illustrates the types of questions that form the bulk of Part B of all English 33 Diploma Examinations. Two reporting categories are represented: Meanings (questions 1, 2, 3, and 5) and Relationships of Form and Content (question 4). Also, two cognitive levels are represented: Inference and Application (questions 1, 2, 3, and 4) and Evaluation (question 5).

The following table presents the key and the distribution of student responses by alternative (A, B, C, and D) in per cent for each of the sample questions.

Question Number	Key	Distribution of Responses by Alternative* A	B	C	D
1	B	19.3%	52.2%	24.2%	4.2%
2	B	9.8%	81.6%	6.0%	2.5%
3	A	81.4%	3.4%	4.1%	11.0%
4	C	11.1%	5.3%	75.7%	7.8%
5	A	51.0%	20.3%	12.0%	16.6%

N = 4401 (January 1986)
*The sum of the percentages for each question is 99.9%; approximately 0.1% of the students did not respond to each question.

The first question tests two important reading functions: the student's ability to relate a pronoun to its antecedent and to infer the meaning of a statement. When Ellen Goodman writes "Don't tell me if it's not true" (line 23), the pronoun "it" in her request refers back to a previous statement -- "I read once that if you jump up and down while the elevator is crashing you have a 50 percent chance of being up while it's down and softening the

impact" (lines 20-22). The implication in "read once" is that this information about surviving an elevator crash may be suspect. Also, the image of the writer jumping up and down in the elevator as it plunges earthward is itself tinged with black humor. Therefore, alternative C, "trusts the information that she reads," chosen by 24.2% of the total group of students (9.3% of the high achieving group and 34.7% of the low achieving group), is incorrect. Indeed it is because she *does not* trust this information that Ellen Goodman makes her request. The keyed response, alternative B, "prefers the security of ignorance," was chosen by 52.2% of the total group (85.4% of the high achievers and 21.5% of the low achievers). Question 1 was difficult, but it discriminated well between high and low achieving students.

Questions 2 and 3 were quite easy with over 80% of the students answering each question correctly. Both questions discriminated well between high and low achieving students.

Question 2 tests the student's ability to perform another important reading function, determining the meaning of an idiomatic expression. The vast majority of students, 81.6% (97.9% of the high achieving group and 54.0% of the low achieving group), associated the idiomatic expression "until I collect myself" with the keyed response, alternative B, "getting her wits about her." Alternative A "saving her energy" drew 9.8% of the total group but discriminated well since it drew only 1.1% of the high achieving group but 21.9% of the low achieving group.

Question 3 asks the student to determine why Ellen Goodman believes that she "would make one lousy astronaut" (line 60). Certainly the whole selection is dealing, albeit humorously, with Goodman's distrust of technology as represented by her "failure of faith in man-made things." The keyed response, alternative A "distrustful of technology," was chosen by 81.4% of the total group (94.7% of the high achieving group and 61.5% of the low achieving group). Alternative D, "terrified of heights and enclosed spaces," was chosen by 11.0% of the total group (4.4% of the high achievers and 21.1% of the low achievers). It is *not*, however, heights and enclosed spaces *per se* that terrify Goodman; what terrifies her is being forced to rely on technology in what could become dangerous situations. There is nothing in the selection to suggest that Goodman would be terrified if she were snug in a bower in a green wood or placed on top of a high hill, providing solid earth were underfoot.

Question 4 was another relatively easy but highly discriminating question. It tests the student's ability to determine the effect of the writer's technique of capitalizing words that are normally written without capitals, in this case "Certain Death," "Ultimate Leak," and "Control Center." The keyed response, alternative C, "provide emphasis," was chosen by 75.7% of the total group (93.5% of the high achieving group and 54.2% of the low achieving group). Alternative A, "create contrast," drew 11.1% of the total group (1.8% of the high achieving group and 22.1% of the low achieving group).

The final question of the set, question 5, was difficult but, like the other questions, highly discriminating between the high and low achieving groups. This is the only question of the set that asks the student to select the *best* rather than the *correct* response. This is indicated in the stem of the question by printing the qualifier PRIMARILY in upper case letters. All

four alternatives (A, B, C, and D) are, to some degree, correct; the student is required to judge which alternative is best. Ellen Goodman is certainly "poking fun" at "her own fears," at "escape methods," at "mechanical devices," and at "people who have fears," but the primary target of her humor is herself and an exaggerated version of "her own fears." The selection is written in the first person and gives prominent display to the personal pronouns "I," "me," and "my." The writer has adopted the role of the jester or fool to provide entertainment for the reader. The keyed response, alternative A, "her own fears," was chosen by 51.0% of the total group (70.0% of the high achieving group and 36.8% of the low achieving group). Alternative B, "escape methods," drew 20.3% of the total group (10.6% of the high achievers and 32.3% of the low achievers).

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